



Assessment, Feedback & Marking Policy

Introduction

Assessment, recording and reporting of young people's progress are essential to ensure that they all make the best possible progress through an appropriate curriculum pathway. Assessment, recording and reporting is central to informed curriculum planning for each young person and to ensure that teaching and learning approaches build on young people's strengths and abilities and strive to reduce any barriers to learning that they experience.

At Hazel Cottage the purpose of all assessment is primarily to:

- Inform Planning (where are we now, next steps)
- Present levels of progress/attainment and over time
- Demonstrate achievement and progress across all learner pathways

There is a complex relationship between the curriculum, planning, assessment, recording and reporting. Assessment is integral to each pupil's systematic learning, and pupils are as fully involved in the whole process of assessment, recording and reporting where possible.

We have different methods of showing achievement and progress:

1. Summative Assessment – Evidence for Learning/Termly Reports/End of Year Report
2. Subject tracking documents (Evidence for Learning/Hazel Cottage File)
3. Early Years, Foundation Stage – G.R.O.W Passport to Independence and Development Matters (EFL)
4. Evidence of Achievement- Moments of Growth/Positives (Sleuth)
5. Annual Reviews and Reports
6. Growth Plans/EHCP Outcomes -EFL
7. Curriculum pathway planning- Budding, Growing, Blossoming
8. Intervention data – SALT, OT, PASTORAL

This policy accepts that Hazel Cottage must actively seek to meet all statutory obligations with regard to assessment, recording and reporting. In addition, a variety of additional tools are used to ensure that the needs of individual young people are appropriately understood and planned for.



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Available technologies are used for assessment, monitoring, recording and reporting. This ensures that procedures are efficient, robust, flexible and powerful and allow data to be more easily accessed, stored, utilised, compared and transferred.

Various curriculum documents should be read in conjunction with this policy, as assessment, recording and reporting is integral to many facets of school life.

As a school, we have a diverse number of young people and as outlined in our Curriculum Policy, we have created Pathways, which outline different curriculums that our young people follow dependent on their needs. Below we have outlined how we assess the different curriculums and the resources we use to complete this, as well as the process we undertake to ensure teachers are tracking pupil's progress as well as striving to ensure they are challenged at the correct rate for their individual learning journeys.

Assessment for Literacy and Numeracy

While independent school standards do not require National Curriculum coverage, our school is committed to providing all pupils with the opportunity to study in both areas of Numeracy and Literacy. This commitment must however be consistent with any Education Health Care Plan for any young person, which may well prioritise particular subjects or key areas of learning.

We face a number of challenges around the curriculum and ensuring that the young people are placed in the best class to meet their needs. Some of our young people may have missed significant amounts of their education and may well have missed important curriculum elements. Our young people often need to be grouped with reference to their needs, rather than on their chronological age.

Marking

At Hazel Cottage School we want all pupils to make good or better progress and develop positive attitudes to their learning. Our feedback and marking strategy is designed to support this.

Aims

Where appropriate, we give feedback and mark pupils' work in order to:

- Show pupils that we value their work and encourage them to do the same
- Boost self-esteem and aspirations through use of praise and encouragement
- Give pupils specific information on the extent to which they have achieved the learning objective and how to further improve their work (Total Communication approach)
- Check whether pupils have achieved the learning objective, identify misconceptions and use this information to inform future planning
- Share expectations (Total Communication approach)
- Where appropriate, promote self-assessment – through modelling and questioning we support pupils in recognising their achievements and where they can make further improvements

Principles

- Feedback and marking should be meaningful to pupils, teaching staff and parents.



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- Oral/Visual feedback should be given during the lesson allowing pupils to think about their learning and make improvements to their work there and then. This is often the most appropriate form of feedback for our pupils. Oral/Visual feedback is particularly important for our pupils with language and communication difficulties who benefit from immediate, simple forms of feedback to promote an understanding of their achievements.
- Lots of praise and encouragement will be given to pupils during activities and when activities have been completed.
- Celebration assemblies allows us to celebrate pupils' efforts and achievements.
- The date and the learning outcome will be written on every piece of work either by the pupil or member of teaching staff.
- Marking should be done as soon after the lesson as possible. Pupils will be given time to look at their marked work and reflect upon their learning. When appropriate, pupils will be given time to make further improvements/complete corrections.
- As pupils become more confident they will be encouraged to assess their own work and comment on the work of others, leading up to peer assessment.

Where learning outcomes have been met and progress has been made, this will be highlighted/ commented on in pink. Next steps will be highlighted/ commented on in green. Teachers may choose to reinforce verbal feedback with a pink object of reference if appropriate for their class. This system will also be used when annotating photographs and Learning Journals

Annotation

A key part of ensuring consistency across the school is in the accurate and useful annotation of work including photographs. Annotation should include the context of the evidence, the level of types of support given, it may include the frequency that the target was met and the level of interaction that the pupil demonstrated.

Folder/Book work may also be annotated with a **Gold Star**. This will highlight where pupils have made clear progress towards a specific, individual target (EHCP/IEP Short term targets). For example, if a short-term target is to focus on letter formation, and progress towards this target is clearly evident, then the adult will use the gold star to highlight the progress. This may be evident in the very next piece of work or in future work.

Teachers will baseline and assess pupil progress using Hazel Cottage's Budding, Growing, Blossoming approach (Evidence for Learning)

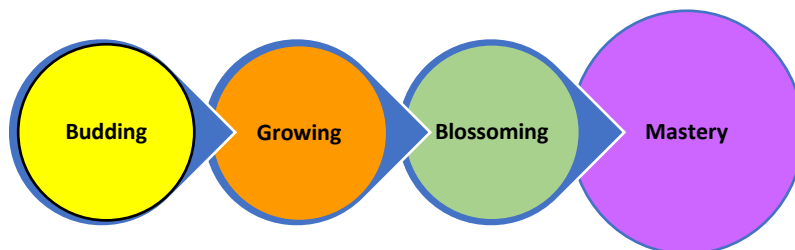
Literacy & Numeracy - Teachers must evidence 3 pieces of work, per pupil per week, as a minimum- EFL

Other curriculum pathway areas- Teachers must evidence 3 pieces of work, per pupil per week, as a minimum- EFL



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EHCP Targets-Teachers/Support staff must evidence 3 achievements, per child per week, as a minimum - EFL



Feedback Stickers

Teachers and support staff will use Hazel Cottage's Feedback Stickers to assess work and highlight any support given. These stickers also following our budding, growing, blossoming approach.

Feedback		
I	VF	VP
GP	PP	GQ

I am Budding

I am Growing

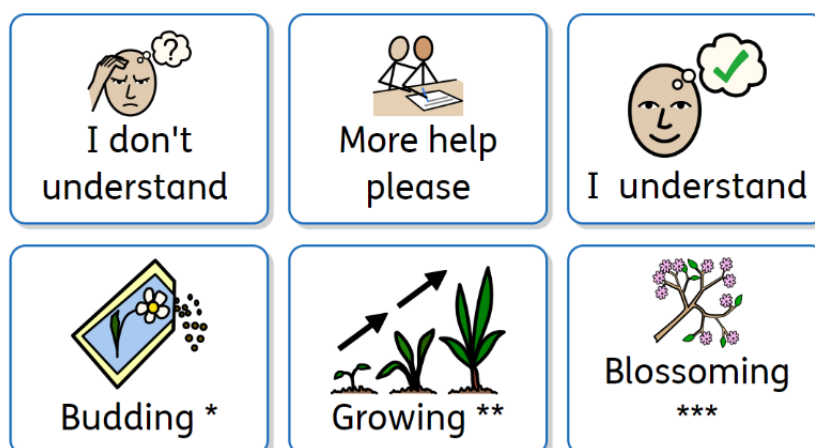
I am Blossoming

Self-Assessment

Where appropriate, pupils will be encouraged to use self-assessment as a form of marking their own work. They will be encouraged to reflect on their own development and progress, comparing their current work with that produced previously, their own personal targets and lesson objectives. Showing examples of work that do and do not meet the success criteria can help pupils to understand more fully what is required and to reflect on the things they need to do in order to improve.

Pupils will be encouraged to use a widget symbol system when completing self-assessment. They will be encouraged to colour or circle the appropriate part of the traffic light to assess their work. (see attached traffic light visual aid). Where appropriate pupils will be encouraged to generate a target following on from their self-assessment.

Self Assessment



Hazel Cottage Standard Annotation codes for Early Years, KS1 & KS2	
I	Independent Work
VP	Verbal/Visual Prompt
GP	Gestural Prompt
PP	Physical Prompt
GQ	Guided questioning
CO	Choice of
VF	Verbal Feedback
SC	Self-Correction Pupil has made their own corrections.
CT	Corrected together Corrected with an adult

- Annotation codes will be on Evidence for Learning hashtags #
- Annotation codes to be added to pupil's work in folders and books

Hazel Cottage Marking codes – where appropriate within different curriculum pathways	
CL	Capital Letter
FS	Full Stop
Sp	Spelling Mistake
L	Start a new line
//	Start a new paragraph
Ww	Wrong word used (there, their)



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P	Punctuation
 	Finger space

Areas of responsibility

Class teachers are responsible for:

- Assessing young people and referring to assessments completed by therapists and psychologists
- Using these assessment results to set and review appropriate learning targets for the young people in their class
- Maintaining the young people's assessment records
- Coordinating the compilation of the termly report when requested
- Providing the relevant data to inform the EHCP reviews.
- Leading Termly Progress Meetings

Deputy Head/Subject Leaders are responsible for:

- Monitoring and evaluating teaching, learning and assessment practices
- Attending where possible moderation meetings
- Monitoring and evaluating young people's progress and performance within the key stages
- Ensuring all young person's data is reviewed and supported.

The Headteacher / Deputy Head teacher and subject leads are responsible for Curriculum and Assessment aims to ensure that the Assessment, Monitoring, Recording and Reporting policy is comprehensive, coherent, integrated and adhered to throughout the school.

Purpose

- To establish a coherent approach to assessment across Hazel Cottage.
- To provide clear guidelines on the school's approach to assessment.
- To provide a system which is clear to young people, staff and stakeholders.

Aims

- To establish (baseline) young people's knowledge, skills and understanding upon intake, including strengths and areas of difficulty
- To inform teacher's planning and teaching approaches to ensure that the needs of individual young people are met
- To regularly monitor the knowledge, skills and understanding of individual young people
- To implement effective systems for recording assessment data
- To ensure the young people are being offered the correct pathway for their needs
- To appropriately report achievement and progress to young people, parents/ carers and local authority officers
- To evaluate performance against individual, cohort and whole school targets.

How Assessment, Recording and Reporting works at Hazel Cottage

Throughout a young person's journey at Hazel Cottage, they will experience Formative, Summative and Diagnostic assessment. These ongoing assessments will be influenced by:

- Policy
- Individual need



- Joint working with Local Authorities and parents

Assessment for Personalised Learning intentions and Curriculum Pathways

Early Years

Teacher's use Evidence for Learning to record pupil progress in the Early Years and Foundation Stage. Achievements are highlighted through a variety of photographs and examples of work. Examples of work are matched to EYFS expectations. The Evidence for Learning Framework is linked to Development Matters.

KS1&2

Quantitative assessment is collated using Evidence for Learning and Hazel Cottage Progression documents.

Assessment for personalised learning intentions should be ongoing and dynamic, and learning intentions should be monitored and tracked intensively. Evidence to support learning and judgements made on the Evidence for Learning should be backed up with Evidence of Achievements, with a combination observations, written comments and feedback, photographic and video evidence uploaded.

The assessment platform should be updated on a frequent basis to record accurate levels of progress. This can then be used to generate a progress judgement across the learning intention or curriculum area as a whole, and this information will be used in reports, to review progress and to develop and re-focus learning intentions.

Learning intentions and progress towards them will be considered during EHCP review meeting, and used to inform considering outcomes and aspirations for the young person.

EHCP/Growth Plans

Every pupil in the school has an EHCP and also a Hazel Cottage Growth Plan which consists of termly goals and a teaching plan in order to achieve them. These targets relate to specific gaps in a pupil's development/learning.

Pupils with a diagnosis of ASC may also have specific language and OT / Sensory targets which are devised with the support of our speech and language therapist and our OT. In addition, pupils may have an individual sensory diet, detailing specific sensory input required throughout the day. Growth Plan targets are continually assessed and pupil progress towards them is recorded on Evidence for Learning. Where appropriate targets are also recorded in pupils work books and they are encouraged to assess their own progress towards their targets and identify ways forward (where appropriate).

Growth Plan Targets:

- Are shared with class staff and parents at the beginning of each term.
- For some pupils as they move through school, they are encouraged to contribute to their own target setting.
- Termly targets serve as a current record of some of the most important work being undertaken in a given time.
- At the end of each term targets are reviewed and are shared with parents via parents evening and/or telephone meetings.



- SALT and OT targets may be more long term although progress towards them is recorded through the term.
- Targets are attached to Annual Reports at Review time.

Monitoring and Evaluation

There is a termly Assessment, Recording and Reporting cycle. Within this cycle the following monitoring and evaluation occurs –

- Lesson Observations.
- Levelled and marked work uploaded on to Evidence for Learning.
- Levelled and marked work in class files/books
- End of term subject reports and assessment data checked by teachers and Deputy Head teacher.
- Assessment data included in annual review checked by teachers and Deputy Head teacher.
- Moderation carried out by Headteacher / Deputy Headteacher to ensure teachers are making accurate judgements.
- Collation of moderated work and feedback given to teachers in order to support.

Policy Number	3.0
Review Date	July 2025

Document History

Version	Comments/amendments	Name	Date
1.0	First Version	Laura Kitching	July 2024
2.0	Second Version- change of assessment programme	Laura Kitching	October 2024
3.0	Policy updated	Laura Kitching	December 2024



**Outcomes
First
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